Exploring Service Logic in ESL

John Walker

ESL is both a professional educational service and, particularly in post-compulsory contexts, a commercial activity. The effective management of ESL programs can secure quality outcomes for practitioners and students. Nevertheless, writings on ESL management do not figure prominently in the literature. In particular, the association between services management theory and ESL practice has enjoyed only limited recognition. This article highlights the association by exploring selected elements of service logic theory and their application to the management of post-compulsory ESL in a commercial context. The elements are the co-creation of student-perceived value during the service process; the significance of relational aspects of the service; and the capacity to generate memorable experiences that are also quality educational outcomes. The application of service logic to ESL not only accentuates the link between services management principles and what could be considered ESL management best practice, but also suggests that service logic can support and complement standard teaching and learning processes and precepts that are desirable in well-run ESL programs. Thus ESL managers' and instructors' acquaintance with the basics of service logic has the potential to enhance the effectiveness of how they provide service.

L'anglais langue seconde est à la fois un service pédagogique professionnel et une activité commerciale, notamment dans les milieux d'enseignement postobligatoire. Une gestion efficace des programmes d'ALS peut assurer la qualité des résultats, tant pour les enseignants que les étudiants. Pourtant, la gestion de ces programmes n'a pas souvent fait l'objet d'étude dans le domaine. Plus particulièrement, le lien entre la théorie de la gestion des services et la pratique en ALS n'est que très peu reconnu. Cet article met en évidence cette association en explorant certains éléments de la théorie de la logique de service et leur application à la gestion de l'ALS postobligatoire dans un milieu commercial. Les éléments retenus sont les suivants : la co-création de la valeur telle que perçue par l'étudiant pendant le processus de service; la signification des aspects relationnels du service; et la capacité de donner lieu à des expériences mémorables qui constituent également des résultats pédagogiques supérieurs. L'application d'une logique de service à l'ALS rehausse le lien entre les principes de gestion de service et ce que l'on pourrait considérer comme étant les meilleures pratiques en gestion de l'ALS. De plus, elle laisse croire qu'une logique de service peut venir appuyer et compléter les processus standard d'enseignement et d'apprentissage, ainsi que les préceptes qui sont souhaitables dans les programmes d'ALS bien gérés. La conscientisation des gestionnaires et enseignants en ALS quant aux fondements d'une logique de service pourrait donc augmenter l'efficacité de leur prestation de services.

ESL is both a professional educational service and, particularly in post-compulsory contexts, a commercial or quasi-commercial activity. The effective management and administration of ESL programs can secure favorable learning environments for students, employment for instructors, and a return on investment for owners and institutions. ESL managers' practices, decisions, and actions potentially affect instructors' workload, work quality, job satisfaction, and income, as well as the overall climate and culture of the institution. Thus the work of ESL managers and administrators can have a major influence on the quality of outcomes for students and instructors. Despite this, and over a decade later, White's (2001) comment still applies, namely, that there is a dearth of published research on ESL management, "with virtually no articles on management appearing in flagship [TESL] journals" (p. 194). In particular, the association between services management theory and ESL practice has enjoyed only limited recognition in the TESL, as well as the management and educational literature (Walker, 2011b). In this article I highlight this association by exploring selected elements of service logic theory and their application to the management of post-compulsory, commercially oriented ESL programs in both the private and public sectors.

Service Logic

The recent *service logic* or *service-dominant logic*[1] phenomenon represents a paradigm shift in conceptualizing services theory, offering a cohesive approach to achieving best practice and quality solutions in service offerings (Grönroos, 2006; Vargo & Lusch, 2004). Service logic suggests that the rationale underpinning the provision of service is to support processes that lead to the generation of value for customers and clients, by facilitating "the exchange of intangibles, specialised skills and knowledge" (Vargo & Lusch, pp. 1-2). Service logic builds on previously established theory, and although dissension persists over conceptual and definitional issues (e.g., Grönroos, 2011; Schembri, 2006), shifts of emphasis, together with fresh insights, reinterpretations, and refocusing, have combined to revitalize services management/marketing thinking and practice. Thus the notion of service logic "forces us to shift our attention from *production to utilization, from product to process, from transaction to relationship*" and toward the view that providers and customers together "form a Value-creating System" (Normann, 2001, pp. 98-99). A key aspect of service logic is an inherently service-centered view that is focused on the customer and the provider-customer/client relationship (Vargo & Lusch). Writings on service logic naturally have their origins in the commercial world. However, because the provision of education, whether commercially oriented or not, is a service, "clearly, much of what has been researched into for services is applicable in the education context" (Ng & Forbes, 2009, p. 45). The post-compulsory ESL context is no exception, lending itself readily to the application of service logic. Three interrelated

themes are of particular interest to ESL practitioners for their potential to support successful outcomes for staff as both educators and service providers, and for students as clients of ESL service. These themes are:
- The co-creation of value in ESL
- The relational nature of ESL services
- The nature of the ESL experience

The Co-creation of Value in ESL

Services theory has historically viewed service customers as co-producers of the service (Wikström, 1996). Thus just as patients co-produce medical treatment with doctors by describing symptoms, cooperating in examinations and tests, and self-administering medication, so English-language students co-produce the learning experience by, for example, participating actively in classroom instruction (Benson, 2012), acting on instructors' advice, and self-directing their learning. Co-production "raises the extraordinary idea that people come to an organization and pay it to be managed," but it requires "a thoughtful discussion of what inducements (e.g., rewards), and contributions (e.g., cognitive and physical inputs) are expected by and of the customer" (Ford & Bowen, 2008, p. 231). It would be difficult to find a more apt illustration of this statement than the standard post-compulsory ESL scenario. Students pay English-language providers to be managed through the learning process, benefitting from professional instruction and support while contributing in terms of, for example, their intellect, skills, time, commitment, and diligence. Although these principles still apply, the service logic approach extends them by conceptualizing service customers and clients not merely as co-producers, but also as *co-creators of value* together with service providers.

The notion that consumers buy a particular product or service for the value inherent in it is not new. However, the emphasis has shifted from "value-in-exchange" (i.e., the customer exchanges money for something that has value) to "value-in-use" (i.e., the customer derives value from using the service). Thus value is created "partly in the interactions between the customer and ... service provider" (Grönroos, 2007, p. 27). Although ESL students pay for, and expect, value in commercial ESL programs (White, 2001), how exactly they perceive value is complex. If it is "the results or benefits customers receive in relation to total costs" (McDougall & Levesque, 2000, p. 394), they presumably assess the quality of the teaching and learning process they participate in, as well as that of the overall service provision, plus the outcomes (e.g., proficiency gain, passing tests), compared with their so-called "sacrifice" (Johnston, Clark, & Shulver, 2012), not only in monetary terms, but also in terms of time, application, and convenience. Whether both the ESL institution and the student create value, or whether the institution merely facilitates value creation by the student (Grönroos, 2011), the fact is that students and instructors together with other staff are responsible for cre-

ating student-perceived value through providing the service. *Thus, value creation focuses on a collaborative process, rather than merely the provision of a service by one party to another.* What does this mean for students and the institution?

First, how well prepared are ESL students for their role as co-creators of value? The need to educate service customers and clients on how to access and use services (e.g., how to navigate a Web site, how to self-medicate) is a common theme in services practice (Johnston et al., 2012). It is likely that for most inexperienced ESL students, concepts such as *collaboration, co-creation,* and *value* are entirely unfamiliar in this specific context. This raises issues such as:

- students' prerequisites in terms of prior learning, entry proficiency, attitudes to learning in formal and informal contexts, and potential for autonomous learning;
- the extent to which students should be oriented to their role (and thus their relationship with instructors) prior to or on arrival at the ESL venue;
- to what extent students are prepped for a novel experience by, for example, being given insights into an institution's expectations of them and their attitudes toward learning; and
- the role of the instructor and the overall philosophy of the school in terms of the pedagogical approach.

Doubtless such orientation activities are already standard practice for some providers. Rather than mere placement procedures, they afford students insight into the potential value for them of the ESL service, and the students' role in the co-creation of this value. Orientation activities may be particularly important for students from certain national and cultural backgrounds whose preconceptions of what language-learning entails may differ significantly from practices in the destination institution and culture. One study (Walker, 2011a) found strong managers' support for readiness to discuss with students the pedagogical approach taken by the institution, although the effectiveness of such measures could be limited by the English-language proficiency level of the student, unless his or her L1 could be used. In general, then, the idea of the student as a collaborator who co-creates value with teaching (and other) staff may imply the need for innovative approaches on the part of the ESL institution to preparing the student for such a role.

Second, a major issue for ESL managers is to clarify exactly what comprises student-perceived value, for only if they know this can they hope either to co-create value or to facilitate its creation and thus meet students' expectations. ESL institutions that are student-focused commonly use standard marketing research techniques such as surveys, focus groups, and other feedback instruments to help identify elements of student-perceived value. Indeed, by identifying so-called "value creators" (Grönroos, 2007) in the institution-student relationship, and even assigning monetary value to them, institutions may obtain a clearer grasp of students' expectations. However,

　　　　　　　　　　　　　　　　　　　　　　　　　　　JOHN WALKER

having identified value creators, ESL managers like other service managers may be faced with two further problems, namely, how to provide maximum value at minimum cost and how to reinvent value (Johnston et al., 2012) by being innovative. Small and medium-sized ESL programs may find it particularly difficult to fulfill the value expectations of students while sustaining profitability, lacking, for example, the economies of scale that larger entities may enjoy. Such programs may need to exploit their core competences and pursue a strategy of differentiation in order to survive. Furthermore, customer-perceived value in ESL is not necessarily static; it could vary over time and/or be influenced by cultural, age, gender, and/or other factors. Thus continual research and enquiry are necessary to remain current. Sustained innovation may be required to design novel and stimulating services and offerings that keep pace with shifting students' perceptions of value in ESL programs.

The Relational Nature of ESL Services

In line with other services, ESL is characterized to some extent by intangibility, inseparability (the service is produced and consumed simultaneously), and heterogeneity (the nature of each customer-provider interaction is discrete because of variation in actors, context, and content). Although relationship-marketing (Berry, 1983) is not new, these characteristics have led service researchers and practitioners to refocus on the importance of the interaction and relationship between the service provider and the service customer/client (Vargo&Lusch,2004). This focus already resonates in ESL, because the instructor-student relationship is "the most important component of language teaching" (Johnston, 2003, p. 149) and is "perhaps the most critical factor affecting student motivation and learning" (Ferlazzo & Sypnieski, 2012, p. 14). In particular, complex professional services such as ESL are by virtue of their nature characterized by enduring relationships between clients (students) and providers (instructors, administrators) that commonly extend for weeks or even months and years. Indeed, given the nature of the specialized instructor-student interaction during co-creation of value in the extended language-learning process, the entire notion of *the relationship* in ESL between provider and client takes on added significance (Vargo & Lusch, 2008). What are some implications of this significance for ESL services?

First, the nature of students as partners in the co-creation of value should be of interest in relational terms. To what extent do key relational elements, *trust, commitment,* and *attraction* (Grönroos, 2007), operate from the students' perspective? For example, do students trust the regulatory and professional systems in the ESL institution (i.e., qualified staff and accreditation)? Are the service-providers (instructors, administrative staff, and management) trusted as people (i.e., do they treat students fairly and honestly)? Is there trust in the service processes (i.e., is the process for student placement credible and

does the teaching have a sound basis in methodology)? Are students committed to the institution long term? Are students attracted to the institution and its members for some reason (i.e., a good reputation, service orientation, a high standard of professional instruction, attractive fee structure)? Naturally, the existence of these three elements depends to some extent on how the institution communicates with the students, the quality of the service it provides, and the image it projects.

Second, where teaching and support staff are concerned, wisdom suggests that service-providers' attitudes and attributes such as empathy, helpfulness, responsiveness, enthusiasm, respect, and so forth—encapsulated in the term *service orientation* (Teng & Barrows, 2009)—are vital elements of effective service-provider-customer relationships. Indeed, many service firms hire on the basis of service orientation rather than technical skills, which are subsequently imparted by in-house training. In professional services like ESL, however, instructors are typically hired on the basis of professional or academic qualifications taking into consideration evidence of skill and experience. Furthermore, the existence of a well-qualified body of ESL instructors is not only commonly promoted as a selling point on ESL providers' Web sites, but it is, at least in well-regulated jurisdictions, also a requirement of statutory accreditation by authorities and probably a firm expectation of students. However, given the relational and communicative nature of value-creating processes, the possession of service orientation attributes and attitudes by ESL instructors may be desirable to support particular pedagogical approaches such as learner-centeredness (Richards, 2012). To what extent service orientation (vs. qualifications, skill, and experience) counts in the relationship is somewhat moot due to the scarcity of data. In one study of English-language students' satisfaction with service provision, (Walker, 2010) found that although students rated the service orientation of instructors highly, this was not the main predictor of students' satisfaction; rather, teaching skills were. Nevertheless, logic suggests that an instructor who is indeed service-oriented (i.e., is friendly, supportive, responsive, and demonstrates empathy with students) is likely to be more highly valued than one who is not. Ideally, a combination of teaching skills and service orientation would be the most desirable.

Third, disparate relationships could initiate role conflict. Although ESL instructors will have a range of relationships with stakeholders, it is their relationships with students and employers that are likely to be particularly important. The instructor-student relationship may require the instructor not only to instruct, but also to facilitate, advise, assist, mentor, and support, whereas the instructor-employer relationship may require the instructor to support the organization's mission and strategy and to comply with the operational decisions of management. However, if the two sets of demands become incompatible, role conflict could arise, resulting in stress for the person

concerned (Katz & Kahn, 1978). The potential for the existence of various forms of role conflict among employees of organizations has been widely described in the sociological, psychological, organizational, and educational literature (Chung & Schneider, 2002; Loder & Spillane, 2005; Siegall & Cummings, 1995). In services, employee role conflict commonly occurs because of split loyalty between "the customer's expectations for service and the employer's expectations of compliance with policies and procedures" (Ford & Bowen, 2008, p. 223). In a professional service such as ESOL, this might be manifested as conflict between instructors' loyalty to their students, their profession, and their "strong sense of vocation" (Cooke & Simpson, 2008, p. 40) on the one hand, and to the demands of institutional management on the other (Walker, 2011b).

Thus instructors might be required to implement methodologies, materials, or procedures; comply with policies; or acquiesce in practices that contravene their personal beliefs, professional best practice, ethical norms, student interests, or all of these. Anecdotal examples include instructors who were directed to:

- teach classes far too large or too diverse in terms of proficiency level for effective instruction to take place;
- make multiple, illegal photocopies of copyrighted learning materials; and
- give their classes patently dishonest explanations for managerial actions such as class restructuring or the cancellation of an activity.

In these instances, one relationship was constrained and perhaps even disrupted by the other. Thus it would appear that although service logic stresses the importance of the relational nature of service provision, in ESL, as in other services contexts, the successful operation of a "relational mode" between institutional staff and students may in practice not be entirely straightforward.

The Nature of the ESL Experience

Intangibility has long been cited as a classic, albeit controversial, feature of services (Lovelock & Gummesson, 2004). Although most types of service provision involve tangible goods, the act of providing a service still retains its intangible nature. This is particularly evident in professional services, where the bulk of the core service may comprise verbal interaction consisting of requests for, and the provision of, advice and information (e.g., consulting a lawyer), or as in the case of ESL, instruction, guidance, and support. However, a number of service writers have highlighted a particular facet of intangibility, namely, the need for service provision to constitute an experience and for that experience to be memorable (Pine & Gilmore, 1998) because "a service experience is held in the mind and not in the hands" (Ford & Bowen, 2008). Psychological studies have focused on the affective nature of memorable experiences, particularly unique experiences characterized by emotion and personal significance, which lead to "distinctive personal memories"

that "are highly available for recall and comparatively resistant to forgetting" (Woike, 1995, pp. 1088-1089). During the co-creation of value in diverse ESL teaching and learning processes, there is obviously considerable potential for the creation of such memorable experiences in the mind of the student. In the specialized language travel sector, for example, students may find experiences memorable and "retrieve them vividly" when they are infused with involvement, hedonism (enjoyment, excitement), and refreshment (sense of liberation, revitalization) (Kim, 2010, p. 791).

If memorable experiences are important to students, effective ESL managers might consider how to create them. Experienced managers are likely to have a fairly good notion of what constitutes a memorable experience in the minds of students. If they do not, asking students is an obvious place to start. Although the "memorableness" of an experience is likely to vary somewhat from student to student, obvious fundamentals are present such as the excellence of service provision, including the quality of instruction and ancillary offerings such as homestays, as well as the professionalism and service orientation of instructors, support staff, and host families. However, if memorable experiences are indeed characterized by emotion and personal significance (Woike, 1995), relationships will play a key role. Memories of strong, meaningful bonds forged not only with providers, but also with fellow students and host family members are likely to linger in the student's memory long after the program has ended. The ability of managers to provide an appropriate environment for such relationships to flourish would be an important consideration, the nature of the culture and climate of the institution being significant factors (Ashkanasy, Wilderom, & Peterson, 2000). In a study of students' views of ESL service, the nature of the service environment, not just the classroom, but the entire venue, was most frequently mentioned in focus groups as a key driver of satisfaction, particularly in terms of physical comfort and a friendly, relaxed atmosphere (Walker, 2010). Despite the inherent intangibility of services, service customers place high value on the nature and quality of tangible aspects of the service (Schneider & Bowen, 1995). As co-producers of the service, ESL students will have "expectations as to what the place in which they are co-producing their experience will look like," whereas managers should "spend considerable effort ensuring that the space in which the experience occurs is consistent with [students'] expectations" (Ford & Bowen, 2008, p. 233). Thus the quality of equipment and materials will play a role, as well as elements such as décor, furnishings, lighting, space, and ambience in what is termed *servicescape* (Bitner, 1992).

In conventional service operations, memorable experiences are likely to support customers' commitment to the service provider, strengthening relationships and fostering loyalty, thus ensuring repeat business and enhancing competitiveness and profitability for the firm (Pine & Gilmore, 1998). A similar cause and effect may occur when ESL students have and take advantage

of multiple opportunities to access instruction from institutions over an extended period. On the other hand, students may display disloyalty by either switching to another provider, spreading negative word-of-mouth (WOM, Dubrovski, 2001), or engaging in online "word-of-mouse" (Johnston et al., 2012) to post an unfavorable review. The important role played by a WOM recommendation from a family member or acquaintance in a student's study choices is repeatedly highlighted in published data (Australian Education International, 2007). Complex professional services such as ESL have long been recognized as particularly reliant on WOM for recurring business given the difficulty that clients have in assessing the quality of the service provided (Murray, 1991). Furthermore, large numbers of English-language students in ESL programs in the West hail from Confucian cultures in Asia. For such students, "the importance of collectivism ... emphasizes the importance of referral, making the 'word of mouth' element extremely important" (Ueltschy et al., 2009, p. 978). Thus, a Chinese office worker walked unannounced into a New Zealand English language centre and requested enrolment, proffering by way of introduction a letter from a colleague and former student of the institution. Examples like this, which are not unusual, highlight the perceived value of memorable experiences, not only for students, but also for ESL institutions, because in conjunction with WOM, they foreshadow potential consequences (positive or negative) for providers in terms of future course bookings.

Conclusion

In this article I discuss three interrelated elements of service logic in terms of their relevance to post-compulsory ESL service contexts in which students are also paying clients. The application of service logic to ESL not only highlights the association between services management principles and what could be considered ESL management best practice, but it also suggests that service logic has the potential to support and complement standard teaching and learning processes and precepts that are deemed desirable in well-run ESL programs. Thus familiarity with the fundamentals of service logic on the part of both ESL managers and instructors might serve to enhance the effectiveness how they provide their service. Given the continuing dearth of scholarly publications on the application of management issues to the work of ESL instructors, managers, and administrators, it is clear that there is considerable scope for research studies that further examine the service logic in ESL and in particular that produce credible empirical data. Such activities might not only illuminate the field for both researchers and practitioners, but they could also have desirable outcomes in terms of creating value for the principal beneficiary of ESL services, namely, the fee-paying student.

Note

[1] The term *service-dominant logic* has been popularized by some leading researchers in the field (Vargo & Lusch, 2008). Other prominent services researchers (Grönroos, 2006, Schembri, 2006) have preferred the simpler term *service logic*. I use this term throughout this article.

The Author

John Walker has taught English and managed language programs in various locations around the world. He currently lectures in the School of Management, Massey University, New Zealand. His research interests include service operations management and TESL management in commercial contexts.

References

Ashkanasy, N.M., Wilderom, C.P.M., & Peterson, M.F. (Eds.). (2000). *Handbook of organizational culture and climate*. Thousand Oaks, CA: Sage.

Australian Education International. (2007). *2006 international student survey: English language intensive courses for overseas students* (Summary Report). Canberra.

Benson, P. (2012). Learner-centered teaching. In A. Burns & J.C. Richards (Eds.), *The Cambridge guide to pedagogy and practice in second language teaching* (pp. 30-37). Cambridge, UK: Cambridge University Press.

Berry, L.L. (1983). Relationship marketing. In L.L. Berry, G.L. Shostack, & G.D. Upah (Eds.), *Emerging perspectives on services marketing* (pp. 25-28). Chicago, IL: American Marketing Association.

Bitner, M.J. (1992). Servicescapes: The impact of physical surroundings on customers and employees. *Journal of Marketing, 56*(2), 57-71.

Chung, B.G., & Schneider, B. (2002). Serving multiple masters: Role conflict experienced by service employees. *Journal of Services Marketing, 16*(1), 70-87.

Cooke, M., & Simpson, J. (2008). *ESOL: A critical guide*. Oxford, UK: Oxford University Press.

Dubrovski, D. (2001). The role of customer satisfaction in achieving business excellence. *Total Quality Management, 12*, 920-925.

Ferlazzo, L., & Sypnieski, K.H. (2012). *The ESL/ELL teacher's survival guide*. San Francisco, CA: Jossey-Bass.

Ford, R.C., & Bowen, D.E. (2008). A service-dominant logic for management education: It's time. *Academy of Management Learning and Education, 7*, 224-243.

Grönroos, C. (2006). Adopting a service logic for marketing. *Marketing Theory, 6*, 317-333.

Grönroos, C. (2007). *Service management and marketing: Customer management in service competition*. Chichester, UK: John Wiley & Sons.

Grönroos, C. (2011). Value co-creation in service logic: A critical analysis. *Marketing Theory, 11*, 279-301.

Johnston, B. (2003). *Values in English language teaching*. Mahwah, NJ: Erlbaum.

Johnston, R., Clark, G., & Shulver, M. (2012). *Service operations management: Improving service delivery* (4th ed.). Harlow, UK: Pearson.

Katz, D., & Kahn, R.L. (1978). *The social psychology of organizations*. New York: John Wiley & Sons.

Kim, J.-H. (2010). Determining the factors affecting the memorable nature of travel experiences. *Journal of Travel and Tourism Marketing, 27*, 780-796.

Loder, T.L., & Spillane, J.P. (2005). Is a principal still a teacher? US women administrators' accounts of role conflict and role discontinuity. *School Leadership and Management, 25*, 263-279.

Lovelock, C., & Gummesson, E. (2004). Whither services marketing? In search of a new paradigm and fresh perspectives. *Journal of Service Research, 7*(1), 20-41.

JOHN WALKER

McDougall, G.H.G., & Levesque, T. (2000). Customer satisfaction with services: Putting perceived value into the equation. *Journal of Services Marketing, 14*, 392-410.

Murray, K.B. (1991). A test of services marketing theory: Consumer information acquisition activities. *Journal of Marketing, 55*(1), 10-25.

Ng, I.C.L., & Forbes, J. (2009). Education as service: The understanding of university experience through the service logic. *Journal of Marketing for Higher Education, 19*(1), 38-64.

Normann, R. (2001). *Reframing business: When the map changes the landscape.* Chichester, UK: John Wiley & Sons.

Pine II, B.J., & Gilmore, J.H. (1998). Welcome to the experience economy. *Harvard Business Review, 76*(4), 97-105.

Richards, J.C. (2012). Competence and performance in language teaching. In A. Burns & J.C. Richards (Eds.), *The Cambridge guide to pedagogy and practice in second language teaching* (pp. 46-56). Cambridge, UK: Cambridge University Press.

Schembri, S. (2006). Rationalizing service logic, or understanding services as experience? *Marketing Theory, 6*, 381-392.

Schneider, B., & Bowen, D.E. (1995). *Winning the service game.* Boston, MA: Harvard Business School Press.

Siegall, M., & Cummings, L.L. (1995). Stress and organizational role conflict. *Genetic, Social, and General Psychology Monographs, 121*(1), 65-95.

Teng, C.-C., & Barrows, C.W. (2009). Service orientation: Antecedents, outcomes, and implications for hospitality research and practice. *Service Industries Journal, 29*, 1413-1435.

Ueltschy, L.C., Laroche, M., Zhang, M., Cho, H., & Yingwei, R. (2009). Is there really an Asian connection? Professional service quality perceptions and customer satisfaction. *Journal of Business Research, 62*, 972-979.

Vargo, S.L., & Lusch, R.F. (2004). Evolving to a new dominant logic for marketing. *Journal of Marketing, 68*(1), 1-17.

Vargo, S.L., & Lusch, R.F. (2008). Service-dominant logic: Continuing the evolution. *Journal of the Academy of Marketing Science, 36*(1), 1-10.

Walker, J. (2010). *Service, satisfaction and climate: Perspectives on management in English language teaching.* Bingley, UK: Emerald.

Walker, J. (2011a). Being professional in English language teaching services: A Delphic panel study. *Quality Assurance in Education, 19*, 307-334.

Walker, J. (2011b). English language teaching management research in post-compulsory contexts: Still "crawling out"? *Research in Post-Compulsory Education, 16*, 489-508.

White, R. (2001). Programme management. In R. Carter & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages* (pp. 194-200). Cambridge, UK: Cambridge University Press.

Wikström, S. (1996). The customer as co-producer. *European Journal of Marketing, 30*(4), 6-19.

Woike, B.A. (1995). Most-memorable experiences: Evidence for a link between implicit and explicit motives and social cognitive processes in everyday life. *Journal of Personality and Social Psychology, 68*, 1081-1091.